



310
Domestic Violence Issues:
An Introduction for Child Welfare Professionals

A Training Outline

Developed by
The Pennsylvania Child Welfare
Training Program

University of Pittsburgh,
School of Social Work

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310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

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310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

An Overview of the Curriculum

Rationale:

There is a critical need for Child Welfare Professionals to obtain knowledge and increased sensitivity to the realities of children and families who live with an abuser. The batterer's actions and behaviors impact the parent's decision making and may compromise their ability to provide a safe and nurturing environment for the child who has been maltreated. It is imperative that Child Welfare Professionals understand that the batterer is the primary perpetrator of the violence and psychological aggression towards their partner is responsible for the impact on the children.

On the other hand, the parenting capacity of some battered parents may be compromised by the actions of the abuser. In some families, the victim of domestic violence is the abuser of the child(ren); this may be a direct or indirect result of living with a batterer. Having a better understanding of domestic violence and referring for interventions may greatly affect the victim's ability to provide a safe and nurturing environment for children.

As the frequency and severity of violence increases towards the adult victim, there is an increased risk of child maltreatment. It is necessary for Child Welfare Professionals to be able to identify domestic violence and its affects on the case process in child welfare, evaluate the risk to the child and develop appropriate service plans and permanency plans for the child(ren).

Competency:

310-1: The Child Welfare Professional recognizes the indicators of family violence, including spouse abuse, understands the dynamics of family violence, can assess the family situation to determine risk to family members, can develop case plans to address family violence and to protect family members, and can appropriately refer clients to shelters and other specialized resources.

Learning Objectives:

Participants will be able to:

- √ Describe the laws, policies and guidelines that guide services for children and families involved in domestic violence situations;
- √ Discuss the connection of services between the domestic violence system and the child welfare system;
- √ Recognize how domestic violence issues affect the case process in child welfare;
- √ Describe how and when domestic violence affects the permanency planning process for Child Welfare Professionals;

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An Overview of the Curriculum (continued)

Learning Objectives (continued):

- ✓ Identify the issues involved in planning a placement for a child involved in domestic violence; and
- ✓ Apply permanency planning principles to the casework process when domestic violence issues are involved.

Length of Workshop:

12 hours

Materials Needed to Present Workshop:

- ✓ Name Tents
- ✓ Markers
- ✓ 2 Flipchart Stands and Pads
- ✓ Masking Tape
- ✓ Overhead Projector and Screen
- ✓ Overhead Markers
- ✓ Blank Overheads
- ✓ Overheads
- ✓ Handouts
- ✓ Appendix 1 Pre-made Statistics Poster
- ✓ Appendix 2 5x8 cards for matching activity
- ✓ Envelopes
- ✓ 3x5 cards
- ✓ Appendix 3 Staying Game
- ✓ Staying Game Money in Sandwich bags
- ✓ Brown bags
- ✓ Resource Materials: CPSL, Pennsylvania Model: Risk Assessment Form, A Reference Manual for The Pennsylvania Model of Risk Assessment, ASFA, PFA, Pennsylvania Regulation 3130, Juvenile Act, Safety Assessment and Plan Bulletin, and Pennsylvania Practice Standards

Target Audience:

Child Welfare Professionals who have completed their 120 hours of Direct Service Certification through Child Welfare Professional CORE or Charting the Course towards Permanency for Children in Pennsylvania.

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An Overview of the Curriculum (continued)

Summary:

This training serves as an introduction for Child Welfare Professionals on the topic of domestic violence issues and its connection to child welfare and the case planning process. As Child Welfare Professionals come into contact with a child who has been involved in domestic violence, it is imperative that they be able to identify and connect domestic violence issues to the increased risk of child maltreatment. In this training, best practices in the areas of collaboration, service planning, permanency planning and placement will be related to the case process for a child / family involved in domestic violence.

Expectations of the Trainer:

The trainer should be knowledgeable about the mindset, actions, and behaviors of a batterer, the dynamics of domestic violence and the impact on the children and adult victim. The trainer should have at least 5 years of experience in the child welfare profession including knowledge and experience working with families and children affected by domestic violence.

Pennsylvania Standards:

ID: Assessment: Complete Safety Assessment
IF: Assessment: Assess Interrelationships of Critical Issues
IIE: Service Planning: Discuss Concurrent Planning
IIH: Service Planning: Involve Extended Family as a Resource
IIID: Service Delivery: Assure Service Needs
IIIJ: Service Delivery: Decide on Removal from Home
IIIQ: Service Delivery: Support Children

CFSR Issues:

Safety Outcome 1: Children and first and foremost protected from abuse and neglect.

Safety Outcome 3: Children are safely maintained in their homes whenever possible and appropriate.

Permanency Outcome 1: Children have permanency and stability in their living situations.

Permanency Outcome 2: The continuity of family relationships and connections is preserved for children.

Well-Being Outcome 1: Families have enhanced capacity to provide for their children's needs.

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An Overview of the Curriculum (continued)

Interactional Skills:

Tuning in to Self

Tuning in to Others

Clarifying Purpose and Role

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Agenda for Two-Day Workshop on Domestic Violence Issues: An Introduction for Child Welfare Professionals

Day One

ESTIMATED TIME	CONTENT	PAGE
30 minutes	Section I: Introduction	8
60 minutes	Section II: Historical Overview	11
15 minutes	BREAK	NOTE: Trainer will be available for questions and provide additional resources to participants.
60 minutes	Section III: Laws/Regulations/Policies	15
60 minutes	LUNCH	
3 hours	Section IV: An Introduction to Domestic Violence Part 1	21
15 minutes	BREAK during this section	NOTE: Trainer will be available for questions and provide additional resources to participants.

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Agenda for Two-Day Workshop on Domestic Violence Issues: An Introduction for Child Welfare Professionals

Day Two

ESTIMATED TIME	CONTENT	PAGE
30 minutes	Section V: Day One Quick Review	33
2 hours 15 minutes	Section VI: Introduction to Domestic Violence Part II BREAK during this section	36 NOTE: Trainer will be available for questions and provide additional resources to participants.
60 minutes	LUNCH	
1 hour, 45 minutes	Section VII: Permanency Planning for the Child(ren)	52
15 minutes	BREAK	NOTE: Trainer will be available for questions and provide additional resources to participants.
45 minutes	Section VIII: Post-Permanency Resources and Services	61
30 minutes	Section IX: Wrap-Up / Closing	64

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Section I: Introduction

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify the rationale, learning objectives and agenda for the workshop
- ✓ Identify their learning needs for the next two days
- ✓ Identify other participants by name, agency and experience in their field

Method of Presentation:

Lecture, self-evaluation, small group activity

Materials Needed:

- ✓ Name tents
- ✓ Markers
- ✓ 3x5 cards
- ✓ Envelopes
- ✓ Flipchart pad
- ✓ Flipchart stand
- ✓ Overhead Projector and Screen
- ✓ **Overhead #1 (Agenda)**
- ✓ **Overhead #2 (Learning Objectives)**
- ✓ **Handout #1 (Idea Catcher)**
- ✓ **Handout #2 (Learning Objectives and Competency)**
- ✓ Ground Rules poster (optional)
- ✓ Parking Lot Poster

Resources Used:

None

PA Standards:

None

CFSR Issues:

None

Interactional Skills:

Tuning in to Self

Tuning in to Others

Clarification of Purpose

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Section I: Introduction

Outline of Presentation:

Arrange seating around tables, four to five participants per table. Prepare the training room by placing name tents, markers, 3x5 cards, envelopes, and **Handout #1 (Idea Catcher)** at each table.

Arrange two flipchart stands and pads on either side of the overhead projector and screen in the front of the room. The trainer should prepare posters entitled Ground Rules and Parking Lot and hang them on the wall.

Step 1: Welcome Participants

Trainer welcomes participants as they enter the room. Training should begin by trainer introducing him / her self and sharing their experience with domestic violence and child welfare. Participant introductions are done with participants completing a name tent and then sharing their name, agency, and current number of caseloads dealing with domestic violence issues.

Step 2: Ground Rules

Trainer sets ground rules by reviewing the expectations of the day. The trainer should explain the 15 minute rule which states participants cannot miss more than 15 minutes of the entire workshop or they will not receive training credit for the training. Participants should also be reminded to sign in on the sign in sheet so they can get training credit for the training. Explain to participants that there will be an evaluation at the end of the training that will need to be completed before they leave the training on the second day. Participants should also know that they are eligible to receive continuing education credits for Licensed Social Workers for this training but they must fill out the CE form to be eligible. Remind participants that lateness can be disruptive to the group, that they should turn off cell phones and pagers during the training, and that they may use phones and pagers during breaks and lunch. Remind participants that this learning time away from the office is for the purpose of learning new skills to improve performance back at the office; however, if participants must be reached by phone or pager, they are to put devices on vibrate or silent. Other optional ground rules may be posted on flipchart paper and include Confidentiality: What is said in the room, stays in the room. Respect for all participants values and beliefs. Take Responsibility and Ownership of your Opinions by using I statements. Participate at your own comfort level. Take Care of Yourself by paying attention to how you are feeling and ask for support if needed.

Trainer points out the Parking Lot poster and explains the purpose of it.

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Section I: Introduction (continued)

Step 3: Agenda / Learning Needs

Overhead #1 (Agenda) is displayed and reviewed for both days. Trainer asks individuals to identify their own learning needs for the next two days. Participants should share their learning needs with their small groups (tables). Each table should come up with a list of their top three learning needs for the next two days.

Trainer has two flipchart pads available up front for a scribe from each group to record their table's learning needs. After a scribe for each group has recorded, the trainer reviews the list and talks about if and how each of the requested learning needs will be covered. If the learning need will not be covered, trainer moves it to the Parking Lot for discussion during break or lunch.

Trainer points out **Handout #1 (Idea Catcher)** to participants and discusses its use in capturing ideas learned in the training.

Step 4: Review Learning Objectives

Trainer displays **Overhead #2 (Learning Objectives)** and reviews the learning objectives for the next two days, tying them back to the learning needs of the participants. Trainer distributes **Handout #2 (Learning Objectives and Competency)** and briefly reviews the competency for the next two days.

Step 5: Secrecy Activity

Trainer asks each participant to take a 3x5 card and an envelope from the middle of the table. On the 3x5 card, participants are to write down their name and a secret about themselves that hardly anyone knows. Participants are then to put that 3x5 card in the envelope and seal it. Trainer collects the envelopes from every participant for use in a later activity.

<p>Trainer Note: The point to this exercise will occur at the end of the workshop, so no other questions concerning the secret in the envelope should be discussed.</p>
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Section II: Historical Overview

Estimated Length of Time:

60 minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify the correlation between the civil rights movement, women's movement and Domestic Violence
- ✓ Identify two national or local statistics that relate to Domestic Violence

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- ✓ Masking Tape
- ✓ **Handout #3 (Domestic Violence Timeline)**
- ✓ **Appendix #1 (Pre-made Statistic Posters)**

Resources Used:

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Scott, Janet (2004). 310: Safety Interventions with Battered Women and their Abused Children (Draft). PA: University of Pittsburgh.

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Durborow, N., Nissley, B., Sterner, J., (2004). 310: Helping Battered Women and their Children within the Child Welfare System (Draft). PA: University of Pittsburgh

www.endabuse.org Family Violence Prevention Fund "The Facts on Domestic Violence"

www.aba.org American Bar Association Commission on Domestic Violence

www.mincava.umn.edu/documents/herstory/herstory.html Minnesota Center Against Violence and Abuse "Her Story of Domestic Violence: A Timeline of the Battered Women's Movement"

PA Standards:

None

CFSR Issues:

None

Interactional Skills:

Tuning in to Self

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Section II: Historical Overview

Outline of Presentation:

Participants will work in small groups to review different era's timeline of events that lead to the women's right movement, which was one of the factors to shed some light on the domestic violence recognition and movement both in the United States and around the world. During this section, participants will:

- ✓ Review a timeline for their given era of the history of the women's movement
- ✓ Present the major events of that era in relation to abuse
- ✓ Discuss the realness of Domestic Violence by sharing both local and national current statistics

Step 1:

Domestic Violence Timeline

Trainer introduces the discussion of history by stating modern day recognition of domestic violence has stemmed from an evolution of change including the equality of women and civil rights. We will begin to look at the history of women and domestic violence, internationally, nationally and locally. The trainer distributes **Handout #3 (Domestic Violence Timeline)** and the trainer will share that we will be reviewing the history of the women's and children's treatment and how the evolution of their treatment helped to change law in the United States. The trainer begins the lecture by stating that in the 1500's Old English common-law permitted wife beating for the purpose of correction. The states tried to break away from that law by saying that the husband is only allowed to whip his wife with a switch no bigger than his thumb, which is where the rule of thumb originates. In the 1800's husbands were permitted to administer "moderate chastisement in case of emergencies." The American Society for the Prevention and Cruelty to Animals (SPCA) was founded and the law for prevention to cruelty to animals is used for the first time to protect an abused child. With Queen Elizabeth's rise to the English throne lawmakers began enacting reforms for women. Wives can no longer be kept under lock and key, life-threatening beatings are considered grounds for divorce and wives and daughters can no longer be sold into prostitution. By the 1900's the decision was that it is better to solve family problems in a setting of discussion and reconciliation with social service intervention. Women are allowed to vote for the first time with the passing of the 19th amendment. In the 1950's and 60's Civil rights, anti-war and black liberation movements challenged the country, which laid the foundation for the feminist movement. Congress began passing laws that prohibited discrimination against women in employment and requiring equal pay for equal work. Beating as cruel and inhumane treatment, becomes grounds for divorce in New York, but the plaintiff must establish that a sufficient number of beatings have taken place. The state of Maine opens one of the first shelters in the United States. In the 1970's married women who leave their husbands due to battering are denied welfare because of their husband's salaries. Most US states allow wives to bring criminal action against a husband who inflicts injury upon her.

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Section II: Historical Overview (continued)

Step 1 (continued):

In Scotland, a Magistrate fines a husband \$11.50 for hitting his wife in the face. He states, you may strike your wife's bottom if you wish, but you must not strike her in the face. Brazil passes a penal code that prohibits husbands from selling, renting, or gambling away their wives. In the 1980's The Victims of Crimes Act is amended to make awards available for the first time to victims of domestic violence. In the 1990's Stalking is first identified as a crime. For the first time judges are required to consider any history of spousal abuse before determining child custody or visitation rights. The Surgeon General ranks abuse by husbands to be the leading cause of injuries to women ages 15-44. The American Medical Association releases guidelines that doctors screen women for signs of domestic violence. In California, a bill was passed protecting children from the effects of domestic violence. This bill gives the court the authority to remove the battering parent or guardian from the household and prohibiting visitation if it would jeopardize the safety of the child. It also allowed the non-offending parent to create a safety plan to protect the child from the offending parent before the child can be removed from the non-offending parent's home. The trainer sums up the lecture by asking participants if they are surprised by the information presented in the lecture or the information on the handout and asks for volunteers to share their thoughts or feelings.

Step 2:

Prevalence / Statistics and Regional Domestic Violence Information

Trainer Note: Trainer should display the posters from **Appendix #1 (Pre-made Statistics Posters)** around the room to facilitate the discussion of recent statistical facts.

Trainer walks around the room, beginning to share some of the statistics posted on the walls about domestic violence to tie in the most recent information of the sequential timelines just discussed (be sure to pause after reading each one in order to ask for comments and feelings about what was just shared):

Pennsylvania

- ❖ 45,000 Protection From Abuse (PFA) orders are filed each year
- ❖ On average, an adult or child dies every three days in Pennsylvania as the result of Domestic Violence (Pennsylvania Coalition Against Domestic Violence [PCDAV])
- ❖ The statewide network of 65 community-based domestic violence programs provided services to more than 100,000 victims of domestic violence in (2004)(PCADV)

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Section II: Historical Overview (continued)

Step 2 (continued):

National

- ❖ 3,000,000 women are physically abused by their husband or boyfriend each year (The Commonwealth Fund, Health Concerns Across a Woman's Lifespan: 1998 Survey of Woman's Health)
- ❖ Women of all races are equally vulnerable to violence by an intimate partner (Bureau of Justice Statistics, Violence Against Women: Estimates from the Redesigned Survey, August 1995)
- ❖ 40-60% of men who abuse their wives, also frequently abuse their children (American Psychological Association's Presidential Taskforce)
- ❖ An estimated 3.3-10 million children are at risk for witnessing domestic violence annually (Edelson, J. & Peled, E. Small Group Intervention with Children of Battered Women. Violence Update, Vol.4 (9), May 1994.)

Step 3:

Historical wrap-up

Trainer checks for questions and asks participants how they think the revolution of woman and civil rights affected the outlook on Domestic Violence.

Trainer Note:

This may be a good time for a Morning Break

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Section III: Laws / Regulations / Policies

Estimated Length of Time:

60 minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify the linkage between the CPSL and families affected by Domestic Violence
- ✓ Identify the linkage between the Juvenile Act and families affected by Domestic Violence
- ✓ Identify the linkage between ASFA and families affected by Domestic Violence
- ✓ Name two people who can file a Protection from Abuse (PFA)
- ✓ Identify which factors of the Pennsylvania Model: Risk Assessment are affected by Domestic Violence

Method of Presentation:

Lecture, small group activity, large group discussion, brainstorm

Materials Needed:

- ✓ **Handout #4 (Name that Law)**
- ✓ Resource Documents such as: CPSL, PA Regulation 3130, ASFA, Juvenile Act, PFA, Pennsylvania Practice Standards and Pennsylvania Model: Risk Assessment Form, A Reference Manual for The Pennsylvania Model of Risk Assessment
- ✓ Flipchart pad
- ✓ Flipchart paper
- ✓ Markers
- ✓ Tape

Resources Used:

Pennsylvania. Juvenile Act. Judicial Code. (October, 2005).

Pennsylvania. Chapter 3130. Administration of County Children and Youth Social Service Programs. Child Protective Services Law. (1996).

Pennsylvania. Protection from Abuse Act. Pennsylvania Code 23. (June, 2001).

University of Pittsburgh: Pennsylvania Competency-Based Training Program, Dougherty, W., Hoverter, W., Adams, R., (June, 1996). CORE 106: Risk Assessment: Pennsylvania Model, PA: University of Pittsburgh.

Pennsylvania Department of Public Welfare. (1999). Adoption and Safe Families Act: The Pennsylvania Law, Act 126 of 1998: PA

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Section III: Laws / Regulations / Policies (continued)

Resources Used (continued):

Pennsylvania Department of Public Welfare. (2000). Pennsylvania Standards for Child Welfare Practice. PA

The Commonwealth of Pennsylvania, Department of Public Welfare Office of Children, Youth, and Families Bulletin. January 2006. Bulletin 3490-06-01: *Safety Assessment and Plan Process*.

PA Standards:

I. Assessment, Standard D

I. Assessment, Standard F

II. Service Planning, Standard E

III. Service Delivery, Standard D

III. Service Delivery, Standard J

III. Service Delivery, Standard Q

CFSR Issues:

Safety Outcome: Children are safely maintained in their homes whenever possible and appropriate.

Permanency Outcome: Children will have permanency and stability in their living situation.

Permanency Outcome: The continuity of family relationships and connections is preserved for children.

Interactional Skills:

Clarifying Purpose and Role

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Section III: Laws / Regulations / Policies (continued)

Outline of Presentation:

An introduction of the laws/ regulations and policies that effect both Domestic Violence and Child Welfare are introduced. Small groups will receive 1-2 laws / regulations or policies to tie into both Domestic Violence and Child Welfare. This section is completed by:

- ✓ Facilitation of a large group brainstorm of the laws / regulations and policies that effect both child welfare and domestic violence
- ✓ Research / presentation by small group of how the identified law / regulation or policy ties in
- ✓ Completion and review of **Handout #4 (Name that Law)**

Step 1:

Law Brainstorm

Trainer conducts a large group brainstorm by asking participants to call out laws, regulations, and policies that effect children affected by domestic violence.

Step 2:

Law Activity

Once the list is exhausted, trainer assigns at least one law / regulation / policy to each small group and asks them to identify and record portions of the law / regulation / policy that may affect children affected by domestic violence. When presenting to the small group, each group should read or display the portion of the law and tie it back to the relevance of children affected by domestic violence.

Trainer is to be sure the following are included, if not currently listed:

- Juvenile Act
- Child Protective Services Law (CPSL)
- Protection from Abuse (PFA)
- Pennsylvania Model: Risk Assessment
- Adoption Safe Families Act (ASFA)
- Pennsylvania Practice Standards
- Pennsylvania Regulation 3130
- Safety Assessment and Plan Bulletin 3490-06-01

Trainer gives each small group a piece of flipchart paper to record their answers. The small group work should take 20 minutes.

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Section III: Laws / Regulations / Policies (continued)

Step 3: Law Review

Trainer Note: Trainer should be sure to point out on the Resource Table in the back of the room is a copy of the Juvenile Act, CPSL, Protection from Abuse (Title 23 Pa CS, Chapter 61), Pennsylvania Practice Standards, ASFA, Pennsylvania Regulation 3130, Safety Assessment and Plan Bulletin, and Pennsylvania Model: Risk Assessment. Small groups are to use the resources as tools to search for their answers.

Once the small groups have completed their recording on the flipchart paper, trainer asks each small group to present to class.

Step 4: Law Review

When small groups are presenting, the trainer is to be sure the following points are made about each law / regulation / policy:

- Juvenile Act
 - Definition of dependent child – one who is without proper care or control necessary for his physical, mental or emotional health, or morals. A determination that there is a lack of proper parental care or control may be based evidence of conduct by the parent, guardian, or other custodian that places the health, safety, or welfare of the child at risk, including evidence of the parent's, guardian's or other custodian's use of alcohol or a controlled substance that places the health, safety or welfare of the child at risk.
 - Aggravated Circumstances such as:
 - The child or another child of the parent has been the victim of physical abuse resulting in serious bodily injury, sexual violence or aggravated physical neglect by the parent.
- Child Protective Services Law (CPSL)
 - Definition of child abuse:
 - Any recent act, failure to act or series of such acts or failures to act by a perpetrator which creates an imminent risk of serious physical injury to or sexual abuse or sexual exploitation of a child under 18 years of age.
- Protection from Abuse (PFA)
 - Definition of Abuse under PFA:
 - The occurrence of one or more of the following acts between family or household members, sexual or intimate partners or person who share biological parenthood.

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Section III: Laws / Regulations / Policies (continued)

Step 4 (continued):

1) Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury, rape, involuntary deviate sexual intercourse, sexual assault, statutory sexual assault, aggravated indecent assault, indecent assault or incest with or without a deadly weapon.

2) Placing another in fear of imminent serious bodily injury

3) Physically or sexually abusing minor children, including such terms as defined in Chapter 63 (relation to child protective services)

- Pennsylvania Model: Risk Assessment
 - Risk Factor – Family Violence
 - Risk Factor – Prior Abuse and Neglect
 - Risk Factor – Access to Children
 - Risk Factor – Relationship with Children
 - Risk Factor – Stressors
 - Risk Factor – Vulnerability
 - Risk Factor – Extent of Emotional Harm
- Adoption Safe Families Act (ASFA)
 - Aggravated Circumstances
 - Reasonable Efforts
 - Termination of Parental Rights
 - 15 out of the most recent 22 months in care
- Pennsylvania Practice Standards
 - I. Assessment, Standard D
 - I. Assessment, Standard F
 - II. Service Planning, Standard E
 - III. Service Delivery, Standard D
 - III. Service Delivery, Standard J
 - III. Service Delivery, Standard Q
- Pennsylvania Regulation 3130
 - Family Case Records – Parental contact information is listed
 - Confidentiality of Family Case Records
 - Information that is used to identify the child or parents by name or address is listed and confidential. Staff may not disclose this information concerning the child or the parents other than in the course of the performance of his duties
 - Information contained in case records shall be released upon request to parent and legal guardians, children and parent's attorney

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Section III: Laws / Regulations / Policies (continued)

Step 4 (continued):

- Safety Assessment and Plan Process Bulletin 3490-06-01
 - Access to children
 - Child's resources for safety
 - Supervision
 - Services to the family
 - Shelter/housing option
 - Family history
 - Criminal history of violence
 - Family resources
 - Check for PFA's
 - History of services through children youth and families

Step 5:

Name that Law

After each group has presented, trainer checks for questions and distributes **Handout #4 (Name that Law)**.

Trainer gives participants 5 minutes to complete the handout and then reviews the answers.

Answers to the **Handout #4 (Name that Law)** Quiz.

- 1) Juvenile Act
- 2) CPSL
- 3) PFA
- 4) PA Model: Risk Assessment
- 5) ASFA
- 6) PA Practice Standards
- 7) Juvenile Act
- 8) PA Regulation 3130

Step 6:

Question/Answer

Trainer checks for final questions from participants.

<p>Trainer Note: THIS MAY BE A GOOD TIME TO BREAK FOR LUNCH.</p>
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Section IV: An Introduction to Domestic Violence Part 1

Estimated Length of Time:

3 hours

Learning Objectives:

Participants will be able to:

- ✓ Identify three behavioral indicators of batterers
- ✓ Name four different types of Domestic Violence
- ✓ Describe protective strategies in domestic violence situations
- ✓ Discuss power and control tactics used by batterers

Method of Presentation:

Large group discussion, brainstorm, large group activity, small group activity, self-evaluation

Materials Needed:

- ✓ Flipchart paper
- ✓ Flipcharts
- ✓ Masking tape
- ✓ Markers
- ✓ Blank Overheads
- ✓ Overhead Markers
- ✓ Overhead Projector/Screen
- ✓ **Overhead #3 (Definition of Domestic Violence)**
- ✓ **Overhead #4 (Definition of a Batterer)**
- ✓ **Overhead #5 (Indicators of a Batterer)**
- ✓ **Handout #5 (Power and Control Wheel)**

Resources Used:

Bancroft, L., and Silverman, J., (2002). *The Batterer as a Parent: Addressing the Impact of Domestic Violence on Family Dynamics*. Sage Publications, Thousand Oaks, CA.

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Scott, Janet (2004). *310: Safety Interventions with Battered Women and their Abused Children (Draft)*. PA: University of Pittsburgh.

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Durborow, N., Nissley, B., Sterner, J., (2004). *310: Helping Battered Women and their Children within the Child Welfare System (Draft)*. PA: University of Pittsburgh

2004 Domestic Violence Fatality Report. Pennsylvania Coalition against Domestic Violence. (2004) Harrisburg, PA

www.pcadv.org

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Resources Used (continued):

www.vaw.net In Brief: Problems Associated with Children's Witnessing of Domestic Violence

Edelson, Jeffery www.vaw.net *Problems Associated with Children's Witnessing of Domestic Violence*. (April, 1999).

PA Standards:

ID: Assessment: Complete Safety Assessment

IF: Assessment: Assess Interrelationships of Critical Issues

CFSR Issues:

Safety Outcome 1: Children and first and foremost protected from abuse and neglect.

Permanency Outcome: Children will have permanency and stability in their living situation.

Interactional Skills:

Tuning in to Self

Tuning in to Others

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Outline of Presentation:

Participants will receive an overview of Domestic Violence. They will learn the four types of domestic violence and the behavioral indicators of batterers. During this section, the trainer will:

- ✓ Facilitate a discussion on the types of domestic violence
- ✓ Introduce the Power and Control Wheel
- ✓ Define a batterer
- ✓ Identify family dynamics as a victim
- ✓ Review **Handout # 5 (Power and Control Wheel)**

Step 1: Stereotypes

Trainer will write the following on flipchart paper and post in different locations around the room (adapted from Bicehouse, Terry and Hawker, Lynn from End the Pain: Solutions for Working with Men Who Batter):

- 1) Women should always....
- 2) Women should never.....

- 1) Men should always....
- 2) Men should never....

The trainer will conduct a large group brainstorm to fill in the flipcharts with stereotypes they have heard growing up. The trainer will serve as the scribe to fill in the answers given by participants on each of the four flipchart papers. Trainer concludes with a brief discussion on the impact that beliefs about gender roles have on abusive relationships. Trainer asks each group what always or never statement they were surprised to see listed by the opposite sex. Be sure to stress that batterers believe these gender roles as rules and often batter because they feel their partner has violated one of the female gender rules.

Trainer concludes discussion on gender roles by stating that intimate partner violence has historically been males perpetrating violence against women because of traditional gender roles / rules. These roles / rules have influenced the woman's earning power and the decisions of those in the criminal justice system. Abusers tend to operate from a belief system rooted in very traditional gender roles / rules.

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 2: Defining Domestic Violence

Trainer begins by having the participants count off by fours. Trainer asks the twos and fours to please stand (and pretend you are all female). If all the participants in the room were female, the number standing (50%) represents the number of women who will receive a felony level assault from an intimate partner at some point in their lifetime. Trainer asks the twos to be seated and the fours to remain standing. The number standing (25%) represents the number of relationships suffering ongoing violence in the United States.

Trainer displays **Overhead #3 (Definition of Domestic Violence)** and states that it is a pattern of coercive control that includes the use of physical abuse or threat of physical abuse, emotional / psychological abuse, sexual abuse, stalking, threats against others, and / or economic abuse. Domestic violence takes place in the context of an intimate partner relationship or former intimate relationship. Be sure to emphasize that domestic violence is a pattern with a purpose – the purpose is to control another adult and to use whatever tactics necessary that will enable the abuser to gain control, maintain that control, and regret it when they believe that control is being lost. Domestic Violence is a pattern and not usually a single incident of abuse or violence. It is control -based violence, not incident- based violence.

Trainer prepares four flipcharts. The first says Physical Abuse, the second Emotional / Psychological Abuse, the third says Sexual Abuse and the fourth says Economic Abuse. The trainer should post these flipcharts in the four corners of the room. As a large group, brainstorm examples of each of these forms of abuse. Some examples to be sure to include, if participants do not, in each of the domains are listed below.

Physical:

- ✓ Biting
- ✓ Kicking
- ✓ Punching
- ✓ Stabbing
- ✓ Burns
- ✓ Strangulation
- ✓ Weapons
- ✓ Shoving
- ✓ Throwing (something or someone)
- ✓ Restraining/holding hostage

Trainer should be sure to discuss the range of risk to the victim within each form and the risk of escalation over time. The victim only needs to be hurt one time for the batterer to “remind” the victim of past assault, the threat alone carries a great deal of fear.

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 2 (continued):

Trainer discusses separation violence. Research demonstrates that victims are more seriously hurt after they leave a batterer. Batterers are in perfect control. You may not even know when a client is being physically abused because injuries very often occur in areas that cannot be seen. Once physical injuries are visible, such as strangulation marks, bruises on face, arms, or hands then that is a dangerous batterer.

Emotional Psychological:

- ✓ Name-calling
- ✓ Put-downs
- ✓ Threats
- ✓ Control (of schedule)
- ✓ Isolation
- ✓ Extreme jealousy
- ✓ Ridicule
- ✓ Undermining

Trainer states this area will make the victim feel crazy both personally and about the relationship. Be sure to stress the importance of isolation abuse and the impact it has not only on the women's support systems but their access to support information of the negative messages from their partner. Other points to make include physical wounds heal while emotional scars have long-term impact, the threat of separation violence and holding someone hostage.

Sexual Abuse:

- ✓ (Marital) rape
- ✓ Sexual assault
- ✓ Force of multiple partners
- ✓ Audiovisual of sexual activity and sharing without consent
- ✓ Forced pregnancy
- ✓ Threats to sexually hurt the children

Trainer states that this is the area that many victims feel most difficulty discussing, some victims feel that sexual intimacy is the only evidence they have that there is still a relationship worth holding on to.

Economic Abuse:

- ✓ Control of money
- ✓ Allowance
- ✓ No say in purchases
- ✓ Control of where / if work /go to school
- ✓ Interfering with job by calling employer
- ✓ Transportation (draining car battery, slashing tires)

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 2 (continued):

Economics is often the primary factor in a victim's decision to stay or leave an abusive relationship. Without any financial resources, a job, or employment history, leaving and providing for one self and children can be very overwhelming.

Trainer asks each small group to take 10-15 minutes and discuss among themselves which types of domestic violence have they seen or are currently seeing on their caseload. Without giving family names, participants should provide examples of the Domestic Violence.

Trainer summarizes this activity by discussing the impact on the children. Each of these forms of abuse can be threatened toward children. When the victim stays because of children, they often do so in order to protect them because while at home they can at least monitor the batterer's contact with them. Explain to participants that sometimes the worst abuse is the non-physical abuse, it is the emotional abuse. This abuse makes the victim feel crazy, overwhelmed, anxious, and afraid; it is ongoing psychological terrorism. Bruises and broken bones can heal, emotional scars are long-term.

Step 3: Power and Control Wheel

Trainer Note: The power and control wheel was developed by a women's shelter and often uses women as the victim but please stress to participants that victims can be male or female. Throughout this training we will mainly use women as the victim as they are more predominantly the victim however be aware that men are also victims of domestic violence.

Trainer begins discussion on the Power and Control Wheel. In 1984, in a battered woman's shelter in Duluth, Minnesota work began on the development of a framework describing the behavior of men who physically and emotionally abuse their partners. These women described their battering as cyclical rather than a constant force in their relationship. The Power and Control Wheel was created and depicts the primary abusive behaviors experienced by women dealing with men who batter. Violence is part of a pattern of behaviors rather than isolated incidents of abuse or cyclical explosions of pent-up anger, frustration, or painful feelings.

The trainer begins discussion on the Power and Control wheel by drawing a big circle on the flipchart pad. This circle represents the rim of the wheel; it is what holds the system together. The physical assaults or sexual abuse, represented by this rim, is often infrequent, but it reinforces the power of the other tactics on the Wheel that are sometimes used at random and eventually undermine the victim's ability to act independently. Once a batterer crosses the line of using physical violence one time, they do not have to do it again for you to know they are willing.

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 3 (continued):

Trainer draws some spokes on the flipchart pad coming from the rim towards the center of the paper. These spokes are representation of the emotional abuse, isolation, threats, and economic abuse that occurs when domestic violence is occurring between two people. Trainer draws the hub of the wheel in the center of the rim, connecting the spokes together. Inside the hub, the trainer writes power and control, this is what the batterer is seeking, power and control over their partner.

The trainer asks the participants to share some examples of how someone only needs to be physically hurt one time but the batterer can use that one time emotionally long-term. One example could be when a woman was beat one time five years ago and then the batterer places a picture of her beaten up on the bathroom mirror as a constant reminder, emotionally, of what can happen to her if she does not do what he says again. The woman has been walking on eggshells ever since.

Re-focus on the flipcharts brainstormed earlier about the different types of abuse (physical, emotional etc...) and ask the participants if all the types of abuse on the flipchart paper go away if the victim leaves. Trainer adds the point there is a greater chance that these things happen to a more extreme if the victim does to choose to leave. When a victim takes a step towards independence (separation, divorce, going to a shelter), the batterer at that moment does not hold control any more and is trying to gain it back. Some ways a batterer may invoke power on the victim is by making constant harassing phone calls, sitting in the parking lot of where they works, leaving a reminder of themselves on the victims doorstep (example cigarettes), or even threats of suicide or taking the children hostage.

Trainer concludes discussion on the Power and Control wheel by asking participants how often they hear on the news or in the newspaper of assault or violence against the victim after they leave.

Trainer Note: Trainer shares the following story: A 24-year old woman was fatally shot by her 31-year old estranged husband in her apartment. The perpetrator then fled the scene in the victim's car and drove to a parking lot where he committed suicide. The victim had obtained a PFA order against the perpetrator in February 2004, that was later extended to September 2005. The perpetrator violated the order three times; he served jail time for the violations and was released two days prior to the homicide.

Trainer distributes **Handout #5 (Power and Control Wheel)** and reviews in detail with participants.

Trainer concludes discussion on the Power and Control Wheel by asking participants how children are used with power and control. Trainer ensures some of the answers given include:

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 3 (continued):

- Denied money / freedom because the child won't do what the perpetrator wants
- As spies, reporting to the batterer about their victim's every move
- 100% supervision of the kids, the perpetrator will not watch the kids for the victims therapy sessions etc..

Step 4:

Family Dynamics as a Victim

Trainer divides the group up into three smaller groups. Trainer assigns one group mother, one group wife and one group whole person. Using the victim dynamic (role) given to the group have participants answer, "how is the victim of domestic violence affected?" Trainer distributes blank overheads and overhead markers and asks each group to take an overhead or two and create a very brief presentation of how their victim of Domestic Violence is affected by their family role / dynamic.

Trainer allows 15 minutes for small group discussion and preparation. Trainer assists participants by placing their overhead on the projector (one group at a time) beginning with role as wife. The second group to go should be mother and the third group, person as a whole.

Trainer can intertwine the following content after the appropriate group presents or they can choose to lecture in full after each group presents.

For many victims, the actions of the batterer are often linked to the actions of the victim with regards to her children. A batterer could forbid or actively prevent the mother from providing the basic needs of food, warmth, shelter, and seeking medical care for a child. For example, the batterer may scream at his partner to quiet a screaming baby in the middle of the night and the mother gives the baby cough syrup with codeine, and finding that it does sooth the baby, continues to do so. A mother may over discipline a child to abide by the demands of the batterer which may cross that proverbial line and cause a physical injury. Trainer should note, this does not excuse her behavior but to emphasize the power a batterer holds in interfering and undermining a victim's parenting of their children.

Research indicates that the battered woman's skills as a parent vary as much as any other population. Though an abuser may interfere with and undermine her parenting, the degree to which it impacts, varies. Two researchers, Van Horn and Lieberman report that women who live in violent relationships are similar to other women in their beliefs about parenting, their self-reporting parenting behaviors and their observed interactions with their children. On such variables as providing structure, showing warmth, being emotionally available and positively reinforcing their children, mothers from violent and non-violent homes reportedly engage in similar behavior.

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 4 (continued):

Trainer reminds participants that when assessing the parenting abilities of a woman who lives with a batterer, it is important to discuss with her the protective measures she employs to keep her children safe as well as the actions of the batterer in compromising or undermining her parenting. This will enable you, as a Child Welfare Professional, to truly assess her capacity for protecting her children and her identified areas of strengths and needs.

Step 5: Protective Strategies

Trainer facilitates a large group brainstorm about the protective strategies a battered victim goes through to “help” both them and to protect their children. Trainer should be sure the following are included in the brainstorm:

- Fighting back or pleasing the abuser
- Leaving to increase safety
- Not leaving for the fear of safety
- Returning for the fear of the children’s safety
- Avoiding the batterer
- Sending the children to a friend or a relative when necessary
- Lying to the batterer
- Drinking with the batterer
- Filing for a PFA / Dropping the PFA / Violating the PFA themselves
- Isolating themselves and their children
- Doing exactly what the batterer demands
- Making excuses for the batterer

Be sure to explain what each of these protective strategies are, examples of them and process out participants’ feelings, if any, for the brainstormed list of protective factors.

Trainer sums up the effects of the victim as a parent, wife and whole person with these five main points:

- Isolation from a support system
- Interference with parenting
- Fear for safety
- Threats towards children
- Coercion and intimidation

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 6:

Who are the Batterers?

Trainer displays **Overhead #4 (Definition of a Batterer)** and shares “one who commits Domestic Violence” with the participants. Trainer redisplay **Overhead #3 (Definition of Domestic Violence)** and reviews with participants. The trainer summarizes the combination of these two definitions by saying that a batterer is someone who exercises a pattern of coercive control in a partner relationship, interspersed by one or more acts of intimidating physical violence, sexual assault or threats of physical violence.

Domestic Violence does not require the presence of beatings, but actions intended as threats and the presence of fear. This pattern of control and intimidation may be predominately psychological, economical, or sexual in nature or may rely primarily on the use of physical violence. Batterers intrude violence on their victims at varying levels and by a variety of means; this is important to understand in regards to the impact on children.

Trainer uses **Overhead #5 (Indicators of a Batterer)** to better define the *behavioral indicators* of a batterer.

Behaviorally:

- Perceives their behaviors as justified
- Controls decision-making, such as household responsibilities, emotional caretaking, sexual relations, finances, social contacts and child rearing
- Reluctance by victim to adhere to the batterer’s decisions usually results in increased batterer control

Attitudinal:

- Strong sense of entitlement
- Believes they hold special rights and privileges
- No obligation to responsibility
- Violence is acceptable to maintain their rights and privileges
- With this, the victim puts aside their self and their child’s needs in order to cater to the batterer
- If one of the batterer’s rights are violated by the victim, they will use whatever tactics are necessary to regain control and to punish the victim

Selfishness:

- World revolves around the batterer’s needs, wants and desires
- The victim meets those needs when, where and however the batterer wants
- Wants to be the center of attention in the family

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 6 (continued):

Superiority:

- Sees victim as inferior in intelligence, competence, critical thinking, sensitivity, parenting and conflict management
- Batterer is always right and their thinking, reasoning, and behaviors are always correct
- Following these indicators, the batterer can be belittling, critical and humiliating to his partner and to the children.

Possessiveness:

- Mentally feels ownership over victim and children
- Minimal feelings of empathy towards family members
- Family members seen as objects
- If victim leaves or becomes involved in another relationship, batterer responds with “If I can’t have you, no one can” mentality

Manipulativeness:

- Emotional tactics are employed to confuse and distort the victim’s sense of reality
- Abuse followed by caring, apologies, or love presents their self as a good family member, parent and provider to the outside world; charming attentive and certainly not violent

Externalization of Responsibility:

- If anything goes wrong, it is someone else’s fault (the victim or children)
- Child’s sense of reality can become distorted from this and may actually believe things are their fault
- Children begin to make excuses for the batterer’s behavior

Minimization, Denial and Rationalization:

- When being interviewed, the batterer will deny the abuse ever took place
- Insists the abuse is being blown out of proportion
- Blame their behaviors on family member’s faults

Trainer asks participants for examples from their caseload of the behavioral indicators just discussed. A summary of batterer’s behaviors includes:

- ✓ They start out being extremely attentive, which feels great to the victim;
- ✓ The batterer wants to be with the victim all the time;
- ✓ Notices how she/he dresses and wears their hair; and
- ✓ Wants to know all about their friends and how they spend their time.

The batterer may buy their partner a cell phone or pager so they will never be more than a phone call away.

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Section IV: An Introduction to Domestic Violence Part 1 (continued)

Step 6 (continued):

Slowly, the attention begins to feel stifling to the victim; they want to know where she/he is all the time, they begin to tell them how to dress and wear their hair, they check up on her/him and monitor their activities. The clothes he/she liked before may now make the victim feel cheap. His/her jealousy at first is flattering; it makes the victim think he/she cares a lot. Then the jealousy becomes more frequent and limiting, he/she becomes jealous of their boss, their friends, even their sister or pets.

Batterers appear to be the ideal person to the external world. They can be attentive, romantic, kind, loving, caring, sensitive, strong and giving. Batterers do not exhibit controlling behaviors in other aspects of their life, such as work. The controlling, abusive and entitled mindset is limited to their intimate relationship. Thus, the batterer may present themselves to you in a very different way than the victim is telling you.

Trainer Note:

THIS MAY BE A GOOD TIME TO END DAY ONE.

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Section V: Day One Quick Review

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Recall the learning of Day one
- ✓ Identify additional learning needs for Day two

Method of Presentation:

Large group discussion, pair activity, self-evaluation

Materials Needed:

- ✓ Markers
- ✓ Overhead Projector/Screen
- ✓ **Overhead #1 (Agenda) (revisited)**
- ✓ **Overhead #2 (Learning Objectives) (revisited)**
- ✓ **Handout #1 (Idea Catcher) (revisited)**
- ✓ **Appendix #2 (5x8 cards for matching activity)**

Resources Used:

None

PA Standards:

None

CFSR Issues:

None

Interactional Skills:

Tuning in to Self

Tuning in to Others

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Section V: Day One Quick Review (continued)

Outline of Presentation:

Before the participants arrive, trainer should prepare the room for Day two by removing some of the flipcharts from the wall used in Day one and making sure all the equipment is ready for Day two. Learning points from Day one will be reviewed through a matching game.

- Welcome participants back
- **Appendix #2 (5x8 card match activity)**
- Review WIIFM
- List two more new ideas on **Handout #1 (Idea Catcher)**

Step 1: Welcome Back

Trainer greets participants as they enter the room and welcomes them back to Day two of Domestic Violence Issues: An Introduction for Child Welfare Professionals. As participants enter, trainer hands them a **5x8 card** from **Appendix #2** with part of a concept or phrase learned in Day one. Participants are to locate the participant that is their other half (of their concept or phrase) and discuss what they learned about that topic Day one of the workshop. The 5x8 card matching concept or phrases include:

Indicators of	a Batterer
Minimalization	Rationalization
Protective	Strategies
Domestic	Violence
Power and	Control Wheel
Physical, Sexual	Emotional, Economical
Protection from	Abuse
Child Protective	Services Law
Juvenile	Act
Risk	Assessment

Step 2: Review of Day I

Once participants have found their match and discussed their concept or phrase, trainer asks each pair to present to the large group their concept or phrase and what they learned about it on Day one of the workshop.

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Section V: Day One Quick Review (continued)

Step 3: WIIFM

After each group presents, the trainer asks the participants to return to their seats and begins reviewing the WIIFM flipchart that was developed on Day one. Trainer goes through each listed learning need and discusses with the large group if the need was met on Day one and how it was met. Once decided that a learning need was met, the trainer checks it off on the WIIFM flipchart.

Step 4: Idea Catcher

Trainer asks each participant to take out **Handout #1 (Idea Catcher)** and jot down at least two new things they learned in Day one of the workshop. After five minutes, trainer asks one person from each table to share one of their new ideas with the large group.

Step 5: Questions/Answers

Trainer checks for questions for the day or for any still lingering from Day one.

Step 6: Review of Agenda and Learning objectives

Trainer reviews the agenda for the day using **Overhead #1 (Agenda)** and the learning objectives using **Overhead #2 (Learning Objectives)**.

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Section VI: An Introduction to Domestic Violence Part 2

Estimated Length of Time:

2 hours

Learning Objectives:

Participants will be able to:

- ✓ Identify three reasons that victims of Domestic Violence stay
- ✓ Identify four ways a child may be affected by Domestic Violence
- ✓ Identify mitigating factors for children in domestic violence situations
- ✓ Describe misconceptions of batterers

Method of Presentation:

Large group activity, large group discussion, small group discussion, lecture

Materials Needed:

- ✓ Flipchart paper
- ✓ Flipcharts
- ✓ Overhead Projector/Screen
- ✓ Masking tape
- ✓ Markers
- ✓ Brown bags
- ✓ Staying Game Money in Sandwich bags
- ✓ **Overhead #6 (Batterer's Role as a Parent)**
- ✓ **Overhead #7 (Mitigating Factors)**
- ✓ **Handout # 1 (Idea Catcher)**
- ✓ **Handout #6 (The Batterer's Role as a Parent)**
- ✓ **Handout #7 (Mitigating Factors)**
- ✓ **Handout #8 (Michael's Story)**
- ✓ **Handout #9 (Myths or Truths about Batterers)**
- ✓ **Appendix #3 (Staying Game)**

Resources Used:

Bancroft, L., and Silverman, J., (2002). *The Batterer as a Parent: Addressing the Impact of Domestic Violence on Family Dynamics*. Sage Publications, Thousand Oaks, CA.

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Scott, Janet (2004). 310: Safety Interventions with Battered Women and their Abused Children (Draft). PA: University of Pittsburgh.

University of Pittsburgh: Pennsylvania Child Welfare Training Program, Durborow, N., Nissley, B., Sterner, J., (2004). 310: Helping Battered Women and their Children within the Child Welfare System (Draft). PA: University of Pittsburgh

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Resources Used (continued):

2004 Domestic Violence Fatality Report. Pennsylvania Coalition against Domestic Violence. (2004) Harrisburg, PA

www.pcadv.org

www.vaw.net In Brief: Problems Associated with Children's Witnessing of Domestic Violence

Edelson, Jeffery www.vaw.net *Problems Associated with Children's Witnessing of Domestic Violence*. (April, 1999).

PA Standards:

ID: Assessment: Complete Safety Assessment

IF: Assessment: Assess Interrelationships of Critical Issues

CFSR Issues:

Safety Outcome 1: Children and first and foremost protected from abuse and neglect.

Permanency Outcome: Children will have permanency and stability in their living situation.

Interactional Skills:

Tuning in to Self

Tuning in to Others

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Section VI: An Introduction to Domestic Violence Part 2

Outline of Presentation:

Trainer will discuss the affects of the batterer on the child(ren) and the adult victim. During this section, the trainer will:

- ✓ Facilitate an activity on why the victim stays
- ✓ Explain how children are affected by Domestic Violence
- ✓ Introduce the Continuum of Violence
- ✓ Identify myths about Batterers

Step 1:

Why the Victim Stays

Trainer begins discussion on why the victim stays with the following activity. In advance, the trainer should post **Appendix #3 (Staying Game)** posters around the room. The posters state (Wisconsin Coalition Against Domestic Violence [WCADV]):

HOME

You, your husband, 2 children, your cat
No Cost

HOTEL

You, your children, sneak in the cat
2 green money cards for lodging
3 green money cards for meals
1 yellow goodwill card for someone to care for your kids after school

FAMILY and FRIENDS

You, your children and the cat
1 yellow goodwill card

DOMESTIC VIOLENCE SHELTER

You, your children, no cat
1 yellow goodwill card
Note: your son has asthma so you will have to sleep in an air-conditioned space, you will have to sleep in the shelter's multi-purpose living room. You will be asked to move whenever there is a meeting.

APARTMENT

You, your children and maybe your cat
2 green money cards for rent
1 green money card for food
1 yellow goodwill card for someone to care for your kids after school

CHILDREN AND YOUTH SERVICES

Your children
1 yellow goodwill card

ANIMAL SHELTER or LOCAL VET

Only your cat
1 yellow goodwill card

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 1 (continued):

Trainer posts the papers in different areas of the room, far enough apart so that the participants may gather around in front of them. It is helpful to tape a brown bag to each of the posters so the participants can place their used money inside.

Before this activity begins, each participant should receive a Staying Game sandwich bag of money. (Each sandwich bag should have 9-15 green money cards and 5-9 yellow goodwill cards, every bag should not have the same amount).

Participant directions:

This exercise requires we all move around the room. Everyone will start with their money bags at the poster marked HOME. Trainer points out the different posters throughout the room and explains the costs associated by moving to each poster. Everyone is playing a woman victim. Your current family includes you, your husband, two children and a cat.

A series of scenarios will be described. At the end of each scenario you will have to decide what to do, as the woman. At any time you can choose to stay or go back home. Deciding to leave your current situation will likely cost you financially (green card) or indebtedness for having to ask for help (yellow card). At the end of each scenario, participants should move to the location of their choice, as the woman. Once there, they must pay the cost written on the poster. Trainer states that all participants do not have the same amount of money or goodwill in their bag. This is because life is not always fair and everyone is not dealt the same deck in resources and supports. Trainer reminds participants that it is always free to stay at their current location or go home. Once a participant runs out of money, they are out of options and must return home.

<p>Trainer Note: Some scenarios may represent a participant's real life, please allow participants to opt out of this activity if they are not comfortable.</p>
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Scenarios:

TO EVERYONE

- 1) On the first Friday of every month you go to the mall with your best friend. Tonight is the first time the two of you have gone out since you started your new job. As you prepare to leave, your husband starts to yell at you, telling you to get your priorities straight now that you spend so much time at that two-bit job. He is so upset that you call your friend and cancel your plans. You are concerned about your husband's increasingly controlling behavior, what do you, your kids and the cat do?

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 1 (continued):

TO THOSE AT HOME

- 2) A few days later, you have plans to go to an open house at the kid's school and come home from work early. Your husband had a bad day at work and comes home agitated, but you decide to go anyway. He becomes angry because you only planned leftovers for dinner, grabs you hard on the arm and pushes you into the living room wall. You think he may have bruised your arm. The kids are anxious and want to leave for the school open house. What do you do?

TO THOSE AT HOME

- 3) A few weeks later you get your first paycheck and go shopping with your husband. He is unhappy because he feels you wasted your money on an air purifier that your doctor recommended to help with your son's asthma. He argues with you on the way to the car and slams your hand in the car door. What do you do?

TO THOSE NOT AT HOME

- 4) Wherever you are, you left quickly so you need to buy some clothes for work. You find that your husband has cancelled your ATM and credit cards. If you want clothes, it will cost you 2 green money cards. What do you do?

<p>Trainer Note: Participants who are buying clothes should put their money cards in which ever bag they are standing in front of.</p>

TO THOSE AT HOME

- 5) Several weeks later, your husband is angry that dinner is not ready at precisely 5PM even though it is because you had to pick the kids up at your sister's house because he forgot about them. He pushes you and you fall down the stairs and break two ribs. Your son calls an ambulance and the EMT recommends you go to the hospital. Your husband leans down to hug you and whispers in your ear that he will deplete your joint checking account if you tell them what happened. Remember, your job was only for six months and is ending soon and you have no medical insurance in your own name. Without access to money, leaving him will cost 3 additional green cards of out of pocket money for medical supplies plus the cost of going elsewhere. What do you do?

TO EVERYONE

- 6) You decide to pursue a divorce but find out there are not too many resources for free legal help. Do you get an attorney? If yes, it cost five green money cards.

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 1 (continued):

TO THOSE NOT AT HOME

- 7) You decide to talk to your pastor about your marriage. The pastor reminds you that you made a promise before God to stay in this marriage for better or for worse and divorce is not acceptable. Confiding in your pastor costs 1 yellow card.

TO THOSE AT HOME

- 8) The hospital sets your broken ribs and sends you back home with the stipulation that you not return to work for three days. Your husband now acts thoughtful, caring and supportive. He even calls your boss the next morning to report you had a biking accident and that you will be off for a few days. Someone, however, has called child protective services. A worker comes to the home. Accepting her help costs 1 yellow card. What do you do?

TO THOSE NOT AT HOME

- 9) Your husband begins to stalk you. You find footprints up to your bedroom window and the lock on one of the doors has been tampered with. You see his car outside your office. He leaves a threatening note on your windshield. You file for a PFA. Filing costs you 1 yellow card.

THOSE IN AN APARTMENT

- 10) You call your landlord about getting the locks repaired or replaced. Late one evening your husband confronts you in the parking lot and tries to drag you to his car. You break free but find out later one of the neighbors videotaped the episode and asked your landlord to put you out for creating a disturbance. What do you do?

THOSE AT A FRIEND OR RELATIVE'S HOUSE

- 11) One night you overhear them talking about asking you to leave because one of them is afraid of your husband. What do you do?

THOSE WITH AN ATTORNEY

- 12) Your attorney has interviewed all the necessary parties and now needs 2 more green cards to file any papers. What do you do?

TO THOSE AT HOME

- 13) Your husband is angry that you talked to CYS and the hospital and that others are now meddling in your personal business. Friday night he takes the shotgun out of the closet, lays it on the kitchen table, starts drinking and threatens to kill you and tells you that you'll never see the kids again. What do you do?

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 1 (continued):

FOR THOSE WHO DID NOT LEAVE HOME YET

- 14) You hide the gun. He finds it, loads it and comes after you. You call 911. The police officer comes, removes the bullets from the gun and the home and tells him to settle down. The officer tells you that jail is no place for a working man with 2 kids. The officer sees no evidence of injury so he will not arrest your husband. What do you do?

THOSE STAYING WITH FRIENDS AND RELATIVES

- 15) Your relatives / friends say you can no longer stay with them. Your sister refuses to watch the kids after school anymore.

Trainer Note:

Trainer should write Welcome Worn Out on this poster

THOSE IN AN APARTMENT

- 16) Your landlord has issued you an eviction notice due to complaints from other tenants about the episodes with your husband and the damaged lock on the door.

Trainer Note:

Trainer writes Eviction Notice on this poster.

THOSE IN A SHELTER

- 17) The shelter says your time is up and you must leave.

Trainer Note:

Trainer writes Waiting List on this poster.

THOSE IN A HOTEL

- 18) The hotel manager found out about your cat. No cats allowed in the hotel. You are told to get rid of the animal or leave. What do you do?

TO THOSE AT HOME

- 19) At breakfast you can't find your cat. Your husband laughs and says we are better off without that popsicle. Later that day, you get a call at work, your son found the cat, barely alive in the freezer. What do you do?

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 1 (continued):

TO THOSE NOT AT HOME

- 20) The increased stress has taken its toll, your son's asthma now requires on-going medication. You are not sleeping well, worried about the boy, concerned your work is suffering and the job ends in a few days. You are fearful about what your husband may do next. You cannot stay with relatives or at the shelter. You could move again to another apartment or locate a hotel room. In either case, you must now pay 1 more green and 1 more yellow card for child care. You could place the children in foster care for time to get your life back together or until you locate and feel secure in a new job. You could go to the local homeless shelter if they have beds for you and two kids, or you can do nothing and the situation continues to deteriorate.

Trainer asks everyone to think about what they would do next and return to their seats. The trainer leads a large group discussion by questioning participants with what just happened. Some questions for discussion include:

- ❖ How did it feel to be forced to make a decision?
- ❖ Did leaving make things easier or safer for you or did it become more difficult?
- ❖ How did you make your decisions about leaving or staying?
- ❖ Did you cheat or consider cheating (not paying your cards)?
- ❖ Did anyone consider suicide? Make yourself homeless? Share resources with anyone?
- ❖ What externally affected your decision-making?
- ❖ What options would have been helpful or would have made a difference for you?

Trainer concludes discussion by stating that decisions about staying or leaving are not solely based on the abuse of the batterer. People must also incorporate the risks posed by life, one of the most important having to do with whether there will be enough resources to support myself and my kids. Each situation of domestic violence is unique. Some other questions the trainer relays that go through the woman's mind when making the decision on whether or not to leave are:

- ❖ How do I feel about this person who hurt me?
- ❖ Does one of us have a medical problem?
- ❖ Will we be able to live in a safe place or will we face an unknown risk by leaving?
- ❖ What does my religion or personal value system tell me about which choices are right or wrong for my family and me?
- ❖ How much does my fear of my partner or the unknown affect my ability to decide?

Trainer asks participants for thoughts or questions about the activity

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2:

The Batterer's Effects on Children affected by Domestic Violence

Trainer begins a discussion on how the dynamics of domestic violence in a household has an affect on the children. Trainer describes the batterer's role as a parent with six key behaviors. Trainer displays **Overhead #6 (Batterer's Role as a Parent)** and distributes **Handout #6 (The Batterer's Role as a Parent)** and lectures on the following:

Authoritarian

- ❖ The batterer is the final and only authority on all matters including those related to the children
- ❖ As a parent, they may be verbally abusive, yelling and barking orders at the children
- ❖ The batterer is rigid and expects that their orders will be obeyed without question
- ❖ The children are expected to adhere to their authority uncritically

Under Involved

- ❖ Focused on themselves and not the children, their needs, wants, ways and time frames
- ❖ Children are to meet their needs and not him meeting the children's needs
- ❖ Neglectful and not provide adequate supervision of the children
- ❖ Parenting is seen as the female's job
- ❖ Presents themselves to the outside world as a responsive, caring and warm parent

Undermines the victim's authority and parenting

- ❖ Batterer overturns the victim's decisions about the children
- ❖ Ridicules the victim in front of the children
- ❖ Children witness the arguing, name-calling, disrespect and humiliation of their parent; batterer may have them believing the victim deserves that treatment
- ❖ Children may learn to disrespect the victim

Use of children as weapons

- ❖ The children may be asked to spy on the victim and report to the batterer
- ❖ Engages the children in their excuses for the abusive behaviors
- ❖ Threatens to hurt the children if the victim leaves or if they tell anyone about the violence

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

Limited sense of age appropriateness

- ❖ As an under-involved parent whose needs are foremost, batterers do not understand nor care to understand the developmental needs and abilities of children
- ❖ Children are expected to behave in ways beyond their capacity
- ❖ Children can become parentified

Children seen as possessions

- ❖ The family belongs to the batterer
- ❖ No one will tell them how to parent or ever parent the children besides them
- ❖ Lack of care or empathy for the children's feelings

Trainer lectures there is ample evidence that the emotional climate of the home can and often does influence a child's behavior and that living with a batterer has an impact on the child's development. There are mitigating factors that can lessen the degree of negative impact; not all children growing up in homes where domestic violence is present will become abusers themselves or develop Post Traumatic Stress Disorder (PTSD). As well, not all domestic violence situations are the same and thus the effects on children will vary in degree and intensity.

Displaying **Overhead #7 (Mitigating Factors)** and distributing **Handout #7 (Mitigating Factors)**, the trainer lectures on the mitigating factors that affect children growing up in a home of domestic violence.

- 1) Age of the child – there is no age at which a child is immune to the impact of the actions and behaviors of the batterer and the climate he creates.
 - a. Infants – from birth to age 18 months have a basic need for attachment, to bonding with their caretakers. Loving care for the child by the mother through visual and touch are most important. Infants need to trust their basic needs – food, clothing, sleep and soothing will be met routinely. When these needs are met, the child learns trust, security and optimism. If these needs are not met, the child will feel insecure and learn mistrust.
 - b. Toddlers – From 18 months to 3 years is the time when children begin walking, feeding themselves and toilet training. They begin to learn to control their bodies and distinguish between right and wrong. During this stage, the child learns autonomy, if not, they learn shame.
 - c. Preschool age – From 3-5 years old, children begin to copy adults; they are their role models. Children at this stage ask “why”, make-up stories and experiment with tasks. They take initiative. If they become frustrated in their attempts towards independence, they learn guilt. From birth until now, the most significant factor in the child's life is family.

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

- d. School age – 6-12 years old – children learn, create, accomplish, and increase their knowledge and skills. They learn industry. If they experience unresolved feelings of inadequacy, they will learn inferiority and their self-esteem is damaged. Friends and peers in school are also important in the child's development.
- e. Adolescence – after age 12, development depends on what we do, the struggles of adolescence in developing their own identity. If unsuccessful, the adolescent feels role confusion.

Each stage of development depends on the successful negotiation of the tasks of the previous stage. The age at which the abusive behavior or domestic violence begins and is occurring and the number of years the child lives with that is crucial with regard to potentially negative consequences.

- 2) Gender – Boys tend to externalize or act out their feelings and girls tend to internalize their feelings more often.
- 3) Relationship to the Batterer – There are several factors between each child in the family and the male batterer.
 - a. How long has their been a relationship between the two?
 - b. Is the batterer the natural parent or the step parent – to all or some of the children?
 - c. What is the birth order?
 - d. What is the role of the child in the family is it related to gender?
 - e. What is the quality of the relationship?
 - f. When is the parenting done by the batterer?

Children are torn by loyalty, but fearful, wanting the violence to stop but wanting to be a family and experiencing the affection and attention but witnessing abuse and violence. Witnessing means not just being present during verbally abusive episodes of physically violent ones, but also hearing loud voices, screaming, slaps, thrown objects breaking, seeing the after effects of their bruised parent crying, a home in disarray, tension in the home and knowing you never know what, when, or why things will get crazy again.

- 4) Special needs of the child – Physical health problems, mental health or mental retardation realities, learning disabilities or ADHD causes stress in family. These children require more attention and care from parents or caretakers but batterers want, need and expect to be the center of attention. Therefore, their controlling behaviors and their interference with the victim's parenting of these children can be intensified. Research illustrates that children with diagnosed ADHD are at a higher risk for child abuse.

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

- 5) Psychological hardiness – Some children just seem to have an innate ability to cope with negative factors; they are more resilient and optimistic.
- 6) Support systems – One of the most important mitigating factors is a relationship between the child and an adult who is caring, supportive, trustworthy, and who creates a sense of safety and security. This could be a teacher, neighbor, relative, older sibling or parent who is the victim of violence by their partner. As Child Welfare Professionals, this is an important factor to explore with the parent and the child. If this is a strong supportive relationship, that will assist you in partnering with the parent to enhance their ability and willingness to take measure to protect themselves and their child.
- 7) Personal Pursuits – If the child is not totally isolated and has outside activities with neighborhood kids or participates in school functions such as sports or clubs or church groups, then the child has a refuge from the unpredictability and insecurity of the home. If the child is isolated but has that private place to go to and personal hobbies or pursuits, they can serve as a refuge as well.
- 8) Drug and Alcohol Abuse – If either parent is abusing drugs or alcohol, this is a stressor in the family. It affects the behaviors of the parent. There is a correlation between drug and alcohol use and batterer behaviors. As well, many victims use drug and alcohol as a coping mechanism.
- 9) Witness and / or Victim - Children who live with a batterer and are victims of child abuse by the batterer or the victim have increased risk of problems. The reason for this is the number of stressors in a child's life is critical to healthy or unhealthy development. The number of stressors has more of an impact than the type of impact. That is to say that whether domestic violence or extreme poverty or chemical addiction or learning disabilities, it is not the stressor itself but the number of them a child has to learn to cope with. Being both a witness and a victim is doubly troublesome.

Trainer Note: Pre-make a flipchart that reads Continuum of Violence as the title then a straight line with 3 points. The first point should read: Mild, second point Moderate: and the third point: Severe.

Trainer introduces the continuum of violence by stating that not all domestic violence is the same; therefore the impact on the child will be different. Trainer uses the pre-made flipchart to begin discussing the Continuum of Violence.

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

Mild: sarcastic remarks, demands, scratching, hair pulling, throwing objects, grabbing with bruising and verbal threats.

Moderate: highly controlling behaviors, threats and intimidation, property destruction, pushing, shoving, slapping, kicking, punching, minor or major injury requiring medical treatment.

Severe: severely beaten, choked, strangled, hurt during pregnancy, threatened with a weapon, sexual abuse, major physical injuries requiring medical treatment, threats of homicide or suicide.

A child is impacted at every level of the continuum. Children who (sometimes) are at most risk are those where there is extreme violence in the household, history of injuries increasing in frequency and severity, weapons involved, significant substance abuse, unemployed batterer, victim has threatened to leave the abuser and when the batterer was a child witness himself to domestic violence growing up.

Trainer concludes impact on the child with these seven main points:

- 1) There is no safe place. When children live with a batterer as a parent, and experience fear, that fear is translated to the world in general. Children who are afraid at home are afraid in the world. They may be hyper-vigilant, constantly scanning the environment or situation, reluctant to take risks or chances and or shutdown. The world is a dangerous place and unpredictable and children may seem in constant fight or flight.
- 2) Adults cannot protect themselves or the children. Living with a batterer and a child abuser is an environment of loud voices, crying, hiding, objects being broken, isolation from the outside, a mother being hurt, visible injuries, threats of harm, tension and physical harm to themselves. If the parent is the cause of fear, and the other parent cannot stop the frightening actions of the batterer, the child has no reason to trust other adults. As a Child Welfare Professional, you are a stranger who has come into the home, is talking to family members and has an air of authority. The child may sense that his / her parents seem anxious or angry or tense and so the child may believe that you are going to cause more disruption even as the words "I am here to help you" are spoken. The child has no reason to trust you.
- 3) Children know they are to keep the secret of their home life. The batterer or even the victim has directly or indirectly given the message not to tell anyone. Isolation reinforces that message. Yet, as a Child Welfare Professional you are asking them to talk about what happened to them; though the child may not want to tell.

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

- 4) The child has divided loyalties and ambivalence toward the batterer and the victim. The child may love dad but hate the violence and abusive behaviors. He or she may also love the mother but resent her because the batterer has skillfully manipulated the children against her. The child may also find it safer to be angry at the victim but feels shame and guilt for those feelings.
- 5) The child often becomes the victim's protector and as such may not want to say anything that could put the victim in a bad light.
- 6) Chronic fear may lead to aggression and violence as an acceptable means of solving problems in a relationship that has been learned. Depending on such areas as the age of the child, relationship with the abuser and victim, frequency, intensity, nature of the violence and the length of time living with a batterer, the child may exhibit violent tendencies.
- 7) Children who live in a chaotic environment where there is rigid control yet unpredictability often have trouble controlling their feelings and behaviors. They have limited tolerance for boredom, do not understand consequences since they have had limited opportunities to make choices, have had promises broken or forgotten too often and generally have temperament problems.

Trainer passes out **Handout #8 (Michael's Story)**. In small groups, participants are to read the scenario and on a flipchart pad brainstorm behaviors that the father displayed that affected the children and the mother / victim, which we have talked about these past two days.

After a few minutes, trainer has each table share a behavior in round robin format until all groups' answers are exhausted.

Trainer should be sure to include the following answers:

- ❖ Under-involved – he continues to read the paper despite the family argument going on
- ❖ Undermines the mom's authority – sticks up for son with the washing of the uniform
- ❖ Undermines mom's parenting – not allowing the mother to correct the children when they are arguing with each other
- ❖ Children side with batterer – father gets both children to laugh at their mother which further undermines her authority

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

Trainer summarizes activity by stating that the majority of batterers project an image that contrasts with their at-home behaviors. They will deny, minimize and rationalize their actions and behaviors towards the victim and children. With external agencies, such as Children and Youth Services, they will appear cooperative and compliant. In the presence of a Child Welfare Professional the batterer may appear sorry with regard to the abuse of his children and appear warm, caring and concerned. Batterers are more likely than non-batterers to seek custody of their children. Post-separation from the victim, they can be the same person, controlling, manipulative, intimidating, skillfully dishonest, retaliatory, possessive and potentially dangerous to both the victim and the children.

Trainer note: Trainer shares another Pennsylvania Current news story about Domestic Violence and then discusses with the participants their reactions. April 18, 2004: A 35-year old mother of three and her 9 month old baby were dragged from a church service at gunpoint and forced into a car by her ex-boyfriend, the baby's father. He held the two in his van for a half-hour while authorities attempted to negotiate with him. He then drove the car through a police roadblock and led authorities on a 50-mile chase that ended when the car crashed near Monroeville. As police surrounded the van, the perpetrator shot and killed the ex-girlfriend, the baby was unharmed. The victim filed a PFA order against the perpetrator in February that he violated when he confronted the victim and allegedly threatened to kill her if she kept him away. According to reports, the perpetrator had recently been released from jail for a previous violation of the order in March.

Step 3: Misconceptions about Batterers

Important myths about batterers are widespread. It is important for professionals to understand these myths so they do not lead to errors in intervention or assessment. Trainer distributes **Handout #9 (Myths or Truths about Batterers)** and allows five minutes for self-completion. Trainer can review answers and then follow-up with lecture or trainer can incorporate lecture when reviewing answers.

1, 2) (Substance Abuse)

Truth. There is some correlation between substance abuse and battering but it is not as high as portrayed. Most incidents of domestic violence take place without the use of alcohol by the batterer. Roughly 80% of alcohol abusing men do not beat their partners (Bancroft, Silverman 2002). A large proportion of batterers, including some who are highly physically violent show no signs of substance abuse.

Most of the time when violence is occurring when the batterer is drinking, it deals with more mild violence such as pushing and threatening.

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Section VI: An Introduction to Domestic Violence Part 2 (continued)

Step 2 (continued):

3, 4) (Mental Health Issues)

Myth: Aside from the men that are extremely physically violent, batterers do not have substantially higher rates of psychopathology than do non-battering men. There is no particular personality disorder or mental illness that batterer's particularly show. A prevalent misconception about batterers is that they have poor impulse control. It is very unusual to find a batterer who has a history of lost jobs due to impulsive behavior at work or other indications of low impulse control.

5) (Violence and Criminal History)

Truth: The great majority of batterers including some of the most dangerously violent ones have not had any chronic problems with violence outside of partner relationships. Batterers are not generally seen as violent in nature by people that know and interact with them on other contexts. Batterers may though show some of the behavioral indicators of battering to the outside world when being confronted about the battering behavior or when they perceive others as interfering with their control over their partners and children.

6) (Race, Cultural Class and Stereotypes)

Myth: Battering is a serious problem in the majority of racial and cultural groups in today's era. It is a myth that a family can come from a culture where domestic violence is culturally acceptable (Silverman, Bancroft 2002). There are visible individuals and groups across the world working in opposition to domestic violence. 53 countries have laws against domestic violence and 41 countries now criminalize marital rape. Batterers are aware though of failing cultural messages of some police departments or courts to take domestic violence offenses seriously or to hold batterers accountable for their actions.

7) (Race, Cultural Class and Stereotypes)

Truth: For example, sentences for crimes related to domestic violence are generally lower than those of comparable crimes against strangers. The best predictors of domestic violence in a society tend to be the level of economic inequality between man and woman and the level of restriction on women's rights, such as the ability to inherit land or money. There are indications that better educated batterers may rely less on physical violence and more on psychological / emotional abuse because these techniques are at their disposal.

Trainer wraps up section on Introduction of Domestic Violence and checks for additional questions.

Trainer asks participants to take out **Handout #1 (Idea Catcher)** and jot down at least two new informational pieces they learned in this section. The trainer asks three volunteers to share what they just wrote on their idea catcher.

Trainer Note:
THIS MAY BE A GOOD TIME FOR DAY TWO LUNCH.

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for the Child(ren)

Estimated Length of Time:

1 hour and 45 minutes

Learning Objectives:

Participants will be able to:

- ✓ Define permanency planning
- ✓ Define concurrent planning
- ✓ Describe common behavior of children when removed from the home
- ✓ Identify areas to assess when removing a child from the home

Method of Presentation:

Large group discussion, small group activity, lecture, brainstorming

Materials Needed:

- ✓ Overhead Projector and Screen
- ✓ **Overhead #8 (Definition of Permanency Planning)**
- ✓ **Overhead #9 (Definition of Concurrent Planning)**
- ✓ **Handout #10 (Visitation Plan)**
- ✓ Flipchart paper
- ✓ Flipchart pad
- ✓ Markers

Resources Used:

University of Pittsburgh: Pennsylvania Child Welfare Training Program. (2005). *Module 13: Charting the Course towards Permanency for Children in Pennsylvania*. University of Pittsburgh

University of Pittsburgh: Pennsylvania Child Welfare Training Program. (2005). *Module 14: Charting the Course towards Permanency for Children in Pennsylvania*. University of Pittsburgh

Pennsylvania Department of Public Welfare. (2000). *Pennsylvania Standards for Child Welfare Practice*. PA

Pennsylvania. Chapter 3130. Administration of County Children and Youth Social Services Programs. Child Protective Services Law (1996).

PA Standards:

IIE: Service Planning: Discuss Concurrent Planning

IIH: Service Planning: Involve Extended Family as a Resource

IIIJ: Service Delivery: Decide on Removal from Home

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for Children (continued)

CFSR Issues:

Permanency Outcome 1: Children will have permanency and stability in their living situation.

Safety Outcome 1: Children and first and foremost protected from abuse and neglect.

Interactional Skills:

Clarifying Purpose and Role

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for Children

Outline of Presentation:

Permanency planning and concurrent planning are reintroduced from CORE or Charting the Course. Along with permanency and concurrent planning is the tie in of out of home placement and how visitation looks for a child affected by Domestic Violence. During this section, the trainer will:

- ✓ Define Permanency Planning
- ✓ Define Concurrent Planning
- ✓ Describe children's behaviors when placed outside of the home
- ✓ Review and develop a visitation plan, **Handout #10 (Visitation Plan)** for a child with the batterer and the victim

Step 1:

Out of Home Placement

Trainer asks participants who can give a definition of permanency planning. After trainer allows for a few responses, he/she summarizes by displaying **Overhead #8 (Definition of Permanency Planning)** and stating permanency planning is first and foremost, planning. It is a comprehensive service planning process directed toward the goal of a permanent, stable home for a child. It is a step-by-step process of assessment, identification of goals and objectives, formulation of activities and reassessment of the outcomes and services.

Child Welfare Professionals must make reasonable efforts to reunify the family and family service plans must clearly reflect the reunification plan, unless aggravated circumstances have been petitioned to the court. Involving the parents in all aspects of the placement greatly increases the potential successful reunification.

When a child is placed outside of their home, a permanency plan for the child and his/her family is created. The #1 permanency goal for a child in care is always reunification / return home. Once in a while that option may not be viable. As a Child Welfare Professional, it is important to develop a concurrent plan for the children and families on your caseload. Trainer displays **Overhead #9 (Definition of Concurrent Planning)** and defines concurrent planning. Trainer asks participants how many of you develop a concurrent plan for children and families on your caseload from the beginning on the case? With the concurrent plan, another permanency goal for the child is listed just in case reunification / return home does not work out for that particular child and his / her family.

Trainer asks participants who can name the other permanency goals? Trainer ensures the following are mentioned:

- ✓ Adoption
- ✓ Permanent Legal Custodianship

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for Children (continued)

Step 1 (continued):

- ✓ Fit and Willing Relative
- ✓ Another Permanent Planned Living Arrangement (APPLA)

Once a child has been removed from their home, even if it is on a temporary basis, he/she may experience numerous behavioral changes. Trainer introduces some normal behaviors children display when being placed outside the home. Some of these behaviors include shock, anger and protest, depression and resolution. Trainer divides room into four small groups and gives each group one of the behaviors mentioned above. Each small group is to list examples of their given behavior, especially related to children affected by domestic violence. Trainer distributes flipchart paper and markers to each small group in order to record their answers. Trainer allows 15 minutes for this activity and then asks each group to present their behavioral list.

Trainer Note: Once each group is finished presenting their list, trainer asks other participants for examples for the behavior just presented.

Trainer is to be sure the following is presented:

Shock

- ✓ The child is indifferent in behavior and affect
- ✓ No emotional reaction may be shown
- ✓ Normal activities may be completed with little or no commitment.
- ✓ The child's behavior is unusually quiet, complaint and eager to please

Anger and Protest

- ✓ Oppositional and hypersensitive
- ✓ The child may throw tantrums
- ✓ Refusal of participation in social activities
- ✓ Exhibit bullying, rough behavior with other children
- ✓ Break toys, objects, lie or steal
- ✓ Sleeping and eating disturbances
- ✓ Place blame on victim for not doing "what daddy/mommy asks"
- ✓ Runaway, especially back home

Depression

- ✓ Beginning to lose hope
- ✓ Social and emotional withdraw and failure to respond to people
- ✓ The child may be touchy and cry a lot
- ✓ Worry and blame self for not being able to "protect" mom
- ✓ Easily frustrated and out of sorts with minor change
- ✓ No interest or investment in activities

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for Children (continued)

Step 1 (continued):

- ✓ Short attention span
- ✓ Younger children display regressive behaviors such as thumb sucking and toilet accidents
- ✓ Younger children also tend to display emotional distress such as head banging, rocking, refusal to eat, and excessive sleeping

Resolution

- ✓ Attachments to new home and an identified place in the family begin
- ✓ Attachments to family members
- ✓ Can experience pleasure and normal childhood again
- ✓ The child becomes more goal-focused and directed
- ✓ Becomes more secure in their new environment

Trainer concludes section by reminding participants that when Child Welfare Professionals remove children from their families, the normal attachment and bond of the child to her parents is disrupted. This helps to define why best practice states that a child should remain in their own home unless they are at imminent risk of immediate harm.

As a Child Welfare Professional, when placing a child out of home, it is important to develop a supportive nurturing relationship with the child and to encourage the child to communicate their painful feelings and the affect of witnessing or being a victim if domestic violence. These feelings can be communicated through crying, anger and fear, play and concern for their mother, father and siblings (if not placed together). The child's feelings and affect should be displayed at their own rate and when and how they are comfortable. If a child is being placed with a resource family, kin or non-kin, the Child Welfare Professional should educate the resource family about the child's feelings and behaviors.

As Child Welfare Professionals, before you make the choice to place a child there are four main areas to be assessed. The trainer facilitates a large group discussion around these four areas by asking why each area is important to assess throughout the case and what are some specific areas to look at with a family affected by domestic violence. The four areas are:

Safety

- ✓ Will the child be safe?
- ✓ Does the child feel safe?
- ✓ Are the parents committed to providing a safe home?
- ✓ Will the child be at imminent risk by remaining in the home?

310: Domestic Violence Issues: An Introduction for Child Welfare Professionals

Section VII: Permanency Planning for Children (continued)

Step 1 (continued):

Risk Factors

- ✓ Is there a reduction / elimination of the risks identified in the Risk Assessment?
- ✓ Has the child's relationship with the father / batterer improved?
- ✓ Will the child have adequate housing and food?
- ✓ Will the child's well being be maintained?

Family Strengths

- ✓ Are family strengths being built on to eliminate the identified areas of risk to the child?
- ✓ The family service plan is built off of the family's strengths

Resources

- ✓ What are the resources available to the family to assist them in achieving the Family Service Plan goals?
- ✓ Was the mother / victim provided with resources to allow her to receive an education, obtain income while maintaining her self worth?

When a child must be removed, their relationship with their parents must be maintained through regular and frequent visitation until the child can return home. When reunification is not possible, the child should be placed in a stable, consistent alternative permanent home as soon as possible to enable the formation and maintenance of healthy attachments with caretaking adults.

Visiting plans should reflect a balance between the need to protect children in care and the need to support the parents in their role as parents. Visits should be planned to encourage the parent to remain in the parent role to the greatest extent possible. Plans for visits that preclude or inhibit the parent from assuming some responsibility for the child and or natural interaction must be fully justified as necessary to protect the child. The visitation plan should coordinate with the family service plan and or court order and be subject to change as the needs of the family changes and goals are attained and or changed.

Visitation should be held as frequent as possible. Pennsylvania Regulation 3130 requires visits to be every two weeks at a minimum. Visits should be unsupervised unless the presence of an adult is necessary to protect the child from harm during the visits. Visiting should occur in settings that encourage the most natural interaction between family members, while minimizing any risk to the child that may exist. Visits should include parental participation in normally occurring events in the child's life.

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Section VII: Permanency Planning for Children (continued)

Step 1 (continued):

Visitation does/ may still occur when the child has the following permanency goals, though it may appear to be structured a bit differently:

- ✓ Adoption
- ✓ Permanent Legal Custodianship
- ✓ Fit and Willing Relative
- ✓ APPLA

The trainer distributes **Handout #10 (Visitation Plan)** and asks each small group to develop a Visitation Plan for a family affected by Domestic Violence when the children are placed in care for a bit so mom can get herself together both financially and emotionally. The small groups should be sure to list out the differences, if any, for the visitation plan with Mom, the victim and Dad, the batterer. The trainer allows 20 minutes for small group work and ask each group to record the aspects of their plan for both Mom and Dad to present to the large group.

When the trainer reviews with the small groups their aspects of the Visitation Plan, please be sure the following are included:

- ❖ Best practice
- ❖ Nurturing of child
- ❖ Location / planning for the visit (impact of DV occurring in the child's home to be considered in planning of visit)
- ❖ Timing of the Visit
- ❖ Activity, if any to be occurring during the visit, such as:
 - Feeding
 - Nurturing
 - Caring for sick child
 - Helping with homework
- ❖ Rules, if any, for the visit
- ❖ Supervised vs. non-supervised visits

After each group shares the aspects of their Visitation Plan, the trainer concludes the discussion on the Visitation Plan by asking the following questions:

- ❖ How do you prepare the parent perpetrator / batterer for the visit?
- ❖ What do you think some of the effects on child will be visiting with the perpetrating / battering parent?
- ❖ How would you prepare with the child, victim, and resource family for the visit?

Before moving on to the next section, the trainer briefly summarizes the aspects of visitation.

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Section VII: Permanency Planning for Children (continued)

Step 1 (continued):

- 1) It is the single most important factor in maintaining the relationship between the child and the parent(s).
- 2) It enhances the child's emotional well-being.
- 3) It improves the parent's positive feelings about the placement.
- 4) It decreases the parent's worries about their children.
- 5) Visitation is associated with achieving permanency and decreasing time in care.

Step 2: Goal Change

The trainer facilitates a large group brainstorm with participants asking what are the factors to be considered when changing the permanency goal to adoption / permanent legal custodianship. When participants' list is exhausted, trainer reviews the list, tying in how each factor can relate to a family affected by domestic violence, ensuring the following are included:

- ✓ Parents' attitude toward reunification with the child
- ✓ Visiting patterns and interest
- ✓ Parents' behavioral changes during the child's placement
- ✓ Severity of parents' personal problems and functioning
- ✓ Statements from parent regarding parenting of child
- ✓ Cooperation with agency / Child Welfare Professional
- ✓ Acceptance / follow-through and completion of services
- ✓ Housing, finances, employment
- ✓ Personal needs in conflict with parenting
- ✓ Child's attachment / feelings towards parent and returning home
- ✓ Aggravated circumstances

There are three grounds for Termination of Parental Rights the trainer should review with participants. When reviewing, please tie each ground in with a case example of what the listed ground may look like.

- 1) The repeated and continued incapacity, abuse, neglect or refusal of the parent has caused the child to be without essential parental care, control or subsistence necessary for the child's physical or mental well-being. The conditions or causes of the incapacity, abuse, neglect, or refusal cannot or will not be remedied by the parent.
- 2) The child has been removed from the care of its parents by the court or under a voluntary agreement with an agency for a period of at least six months. The conditions which led to the removal or placement of the child continue, and the parents cannot or will not remedy those conditions within a reasonable period of time, and termination would best serve the needs of the welfare of the child.

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Section VII: Permanency Planning for Children (continued)

Step 2 (continued):

- 3) The child has been removed from the care of the parent by the court or under a voluntary agreement with an agency, 12 months or more have elapsed from the date of placement, the conditions which led to the removal or placement of the child continue to exist, and termination of parental rights would best serve the needs and welfare of the child.

Efforts to place a child for adoption or with a legal custodian may be made concurrently with reasonable efforts to reunify a child with their parents. This concept is called concurrent planning.

If the plan is to change the goal to adoption, birth parents retain the right to visit their children unless those rights have been suspended by the court. ASFA time requirements begin once the child is removed from the home, whether on an emergency or planned basis. It is critical that interventions occur immediately because the court-ordered permanency goal and progress in the case are evaluated at the six-month review. At the 12-month permanency hearing, the court decides whether the Child Welfare Professional and their agency made reasonable efforts to reunify the family and whether to change the permanency goal.

Trainer reviews the last three permanency goals for a child and asks participants to recall what they learned in CORE or Charting the Course or even their agency's policy on placing a child with a:

- ✓ Permanent Legal Custodian
- ✓ Fit and Willing Relative
- ✓ Another Permanent Planned Living Arrangement (APPLA)

The trainer wraps up this section by summarizing goals for Child Welfare Professionals to remember while develop a child's permanency plan.

- 1) Children have a right and need to live and develop within safe, secure and permanent families.
- 2) Children have a right to live with parent / caretakers whom they can love, trust and depend upon.
- 3) Separation for extended periods of time may result in tremendous psychological and developmental disruption.
- 4) A child's perception and experience of time are determined by his level of cognitive developmental maturity.
- 5) Whenever possible, a child should live with his family of origin or birth family.

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Section VIII: Post- Permanency Resources and Services

Estimated Length of Time:

45 minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify domestic violence resources available in their county
- ✓ Describe an Aftercare Plan
- ✓ Briefly describe PCADV and their services

Method of Presentation:

Lecture, large group discussion, brainstorming, small group activity

Materials Needed:

- ✓ **Handout #11 (Pennsylvania Coalition Against Domestic Violence's Contracted Domestic Violence Programs)**
- ✓ Flipchart paper
- ✓ Flipchart stands
- ✓ Markers

Resources Used:

www.pcadv.org

2004 Domestic Violence Fatality Report. Pennsylvania Coalition against Domestic Violence. (2004). Harrisburg, PA

www.diakon-swan.org

PA Standards:

IIID: Service Delivery: Assure Service Needs

IIIQ: Service Delivery: Support Children

CFSR Issues:

None

Interactional Skills:

Tuning in to Self

Tuning in to Others

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Section VIII: Post- Permanency Resources and Services

Outline of Presentation:

An introduction of an aftercare plan and how it may look different for a family affected by domestic violence is discussed. An introduction to Pennsylvania's Domestic Violence resource system is provided. During this section, the trainer will:

- ✓ Define aftercare plan and its aspects
- ✓ Discuss SWAN post-permanency services
- ✓ Introduce the Pennsylvania Coalition against Domestic Violence and its services

Step 1:

Aftercare Plan

The trainer introduces the term aftercare plan and asks participants how many of them or their agencies currently complete an aftercare plan when closing out a case on their caseload. The trainer facilitates a large group brainstorm of what is listed on an aftercare plan, especially for a child and family affected by domestic violence. Once the list is exhausted, the trainer facilitates a large group discussion on why each of the listed aftercare plan factors is important, especially to a family that was affected by domestic violence.

Step 2:

Other Resources and Services

The trainer begins the discussion by asking participants what are SWAN post-permanency services and who is eligible to receive them. The trainer ties in the SWAN post-permanency services into the previous discussion about the aftercare plan.

The trainer asks the participants what PCADV stands for and follows up with a question about what kind of programs and services do they provide.

The trainer introduces the Pennsylvania Coalition against Domestic Violence (PCADV) and reads their mission statement aloud. PCADV's mission is to eliminate personal and institutional violence against women through:

- Programs providing support and safety to battered women
- Direct services
- Public information and education
- Systems advocacy and social change activities

As a coalition, PCADV advocates for battered women by:

- acting as a liaison between systems and battered women and their children
- facilitating battered woman's problem-solving and decision-making groups
- informing battered women of their rights
- preparing battered women to work with systems by providing information; and

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Section VIII: Post Permanency Resources and Services (continued)

Step 2 (continued):

- accompanying battered women as they interact with systems

PCADV has been around since 1976 and has grown to 62 community-based domestic violence programs that provide service in every county to more than 100,000 victims annually. Operating 24 hours a day, 365 days a year, PCADV provides phone counseling, crisis intervention, support and information and referrals.

Trainer distributes **Handout #11 (PCADV Contracted Domestic Violence Programs)**.

Trainer asks the participants to review the handout in their small groups and develop a list (as a small group), of domestic violence services and supports that they are familiar with or are aware that are offered in their county. Trainer gives participants 10-15 minutes to develop the list on the flipchart paper provided.

Trainer posts the lists and asks each group to present their list or resources created per county. Once each group presents, the trainer encourages networking within the room and allows for questions among participants to each other pertaining to the resources and services they presented.

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Section IX: Wrap-Up / Closing

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ List new information learned the past two days
- ✓ Identify feelings a victim of domestic violence may have exposing their secret or asking for help

Method of Presentation:

Lecture, small group activity, self-evaluation

Materials Needed:

- ✓ Flipchart paper
- ✓ Markers
- ✓ Workshop Evaluation
- ✓ Envelopes with secret for Day One
- ✓ Masking tape
- ✓ **Handout #12 (Action Plan)**
- ✓ **Handout #13 (Bibliography)**

Resources Used:

2004 Domestic Violence Fatality Report. Pennsylvania Coalition against Domestic Violence. (2004). Harrisburg, PA

Pennsylvania Practice Standards:

None

CFSR Outcomes:

None

Interactional Skills:

Tuning in to self

Tuning in to Others

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Section IX: Wrap-Up / Closing (continued)

Outline of Presentation:

A discussion of the secrecy activity is facilitated by the trainer with a tie-in of exposing a secret and asking for help as a victim of Domestic Violence. A review is completed and final questions are answered. During this section, the trainer will:

- ✓ Facilitate a discussion on sharing of the victimization of domestic violence
- ✓ Facilitate the A-Z Learning activity
- ✓ Review the WIIFM
- ✓ Check for final questions

Step 1:

Wrap-up of Secrecy Activity

Trainer asks participants to remember back to yesterday morning when they had to write down a secret they held along with their name on the 3x5 card and then place it in an envelope not knowing what was going to happen with it. Trainer collects the envelopes and generates discussion with questions such as:

- How does it feel to share a secret with someone you may not know?
- How does it feel to share a secret you may be forced to share / may not want to share?
- Did you become nervous not knowing what was going to happen when you told your secret?
- Were you nervous that someone may find something out about you that you may not want to share?
- How do these same feelings relate back to the children and victims of Domestic Violence we learned about these past two days?

Step 2:

A-Z something learned beginning with each letter (small group activity)

Trainer distributes a piece of flipchart paper to each small group and asks them to record on the flipchart something they learned these past two days beginning with each letter of the alphabet (A-Z). Trainer gives each group about 15 minutes to create their list. Once all groups are complete, or the 15 minutes is up, trainer has each group post their flipcharts on the wall and report out by sharing their list with the large group.

Step 3:

Check on WIIFM

Trainer goes back to the WIIFM list that was created in the beginning of Day One and reviews how the remaining objectives were covered over the two-day training.

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Section IX: Wrap-Up / Closing (continued)

Step 4: Questions

Trainer checks for questions from the participants and briefly reviews items in the Parking Lot.

Trainer concludes by sharing one final domestic violence news clipping from the past year: A 36 year old mother of three was bound with duct tape and fatally stabbed by her 46-year old estranged husband in their West Deer home. The victim and children had moved to her parents' nearby home and she had obtained an emergency PFA order. Allegedly, the perpetrator lured the victim to their home with a phone call. He then murdered her and fled the scene with his 9- year old daughter who was not harmed. An Amber alert was issued and authorities apprehended the perpetrator after a motorist spotted the pair near Elmerton.

Step 5: Wrap-Up

Trainer distributes **Handout #12 (Action Plan)** and **Handout #13 (Bibliography)** and asks participants to take out their **Handout #1 (Idea Catcher)**. Trainer asks participants to choose 1-2 items from their Idea Catcher to use in completing **Handout #12 (Action Plan)**. Trainer asks for a few participants to volunteer to share their Action Plan. Trainer reminds participants to initiate this plan of action the first day they return to the office.

Step 6: Evaluation

Trainer distributes Workshop Evaluations and thanks participating for their sharing of knowledge and resources the past two days.

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